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| Group: | 2nd grade ICT class with ELLs |
| Teaching Point: | Students will sort, draw and/or write about the recycling process and/or know what types of items are recyclable and where they should be placed. |
| Vocabulary / Materials: | Recycle, reduce, reuse, paper, metal, plastic, sustainable / sustainability, slurry (paper mixed with warm water), smelted (melted down),  **Recycling Handout from the What is Reduce, Reuse, and Recycle (RRR) resource guide, chapter 3, page 5**  Random assortment of items to be recycled (paper, plastic, metal, cardboard)  Recycling bins |
| Warm Up:  (5 mins) | Determine students’ prior knowledge and understanding of the idea of recycling (and then determine their knowledge of the school’s recycling system).  Ask Qs if necessary:  🡪 What does recycling mean to you?  🡪 What is one example of reusing something?  🡪 Describe your family’s habits when it comes to garbage. How often do you empty your garbage? How many bags of garbage do you think your family goes through in a week? In a day?  🡪 What do you think gets recycled?  🡪 Where do we recycle? At home? School? Park? Restaurants? |
| Teach:  (10-15 minutes) | After having a brief discussion on recycling, reusing, reducing, introduce the day’s teaching point. Then read and highlight the important themes from the Chapter 3 introduction about how to reduce (what it means from a student’s point of view), how to reuse (students’ POV) and as a final step how to recycle.  Show students a few of the recyclable items from the list (metal soda can, plastic bottle, hard plastic Tupperware, newspaper, scrap paper, etc.) along with the recycling bins. Have Students come up and put the items where they think they should be placed.  Distribute copies of **Recycling Handout** and read it with the class. Show them the different bins: green paper, blue plastic/metal, and trash bin. Discuss the different colored bins.  Give tips: Paper goes into the green bin because paper is a “green” product 🡪 it comes from trees which are green plants.  Have Ss determine if their items were placed in the correct bin. Then show a few new recyclable items to the class and ask them to identify the appropriate recycling bin to dispose of the item.  Bring out more items and have a new group of students place items in the correct bin. |
| Independent Activity (with differentiation / small group embedded within the centers):  (20-25 minutes) | Centers:  1st Center: Have the students complete the recycling handout by drawing or writing examples of recyclable items that should be placed in each bin.  2nd Center: Students take turns sorting through a bin in order to correctly place items in blue and green bins.  3rd Center: Ss peruse pictures in a magazine and cut out items that can be recycled and sort pictures into the blue bin and green bin group.  4th Center: Using iPads, have students take photos of commonly recycled items in order to begin creating a visual aid that will be placed above bins in common areas throughout the school.  5th Center: Ss will begin brainstorming and creating the copy/signage for the visual aids. |
| Assessment | Monitor the different centers to check for understanding. Provide oral and visual feedback (where possible) if students need support or reinforcement on correct recyclables. |
| Follow Up / Reflection: | May need to adjust the student groups within centers in order to complete the visual aid project. |
| Standards: | NYC Science Scope & Sequence:  7.1a, 7.1b Human influences on the environment: positive influences  7.1c, .2a, 7.2b, 7.2c Human influences on the environment: neg. influences  7.3a, 7.3b Human influences on the environment: decision making (risk/benefit)  ICT 5.2, IPS 1.1-1.4, IPS 2.1 Packaging and solid waste  LE 3.2b, LE 7.1e, LE .2c,d, ICT 1.2, 1.4, 2.1-2.3, 4.1, 4.2, 5.2, 6.1, 6.2, IPS 1.1-1.4, IPS 2.1  Environmental concerns: acquisition and depletion of resources; waste disposal; land use and urban growth; overpopulation, global warming, ozone depletion, acid rain air pollution, water pollution impact on other organisms |
| Teacher Evaluation Components | 1e Designing Coherent Instruction  3b Using Questioning and Discussion Techniques  3c Engaging Students in Learning  3d Using Assessment in Instruction |